

School Curriculum, Assessment & Accountability Council (SCAAC)

July 15, 2014



Volume 3, No. 2—Minutes from the July 15, 2014 Meeting

Advisory Committee Members Present

Michael Borchers
Jinger Carter
Jana Beth Francis

Thomas Guskey
Larry Hicks
Liza Holland

William Owens
Terry Rhodes

Call to Order

Chairperson Jana Beth Francis called the meeting to order at 9:10 a.m. There was no quorum of members in attendance. Commissioner Terry Holiday and Dr. Tommy Floyd brought greetings to the members from the Kentucky Board of Education and the Kentucky Department of Education. Minutes from the March 18, 2014 meeting will be presented/approved at the September 16, 2014 meeting and posted to the KDE website.

Others in Attendance

Kentucky Department of Education: Robin Chandler, Johnny Collett, Todd Davis, Ken Draut, Robert Duncan, Roger Ervin, Tommy Floyd, Terry Holliday, Teresa King, Kevin Hill, Kathy Moore, Kevin O'Hair, Cindy Parker, Philip Shepherd, Rhonda Sims, Jennifer Stafford, Kevin Stull, and Joy Barr

Others: Richard Innes, Bluegrass Institute for Public Policy Solutions; Brenda Landy, Office of Education Accountability; and, Connie Valentine, CTB

Potential Accountability Changes

Ken Draut
Rhonda Sims

Ken Draut, Associate Commissioner in the Office of Assessment and Accountability, and Rhonda Sims, Director, Division of Support and Research, Office of Assessment and Accountability, presented an update on the Unbridled Learning Accountability Model: Three-Year Review. The accountability model, designed to have a more balanced approach in determining school success, has three components: Next-Generation Learners, Next-Generation Instructional Programs and Support, and Next-Generation Professionals. Stakeholder groups are being asked to review the

accountability model—implemented in Kentucky public schools the past three years--for any adjustments, changes and/or successes. SCAAC members were also asked to look at each component of the accountability model and offer comment. Dr. Guskey mentioned a concern around Kentucky's current assessments not being measured against the new standards.

- Recommendation that gap students have a measure of enrollment and success in Advanced Placement (AP) and International Baccalaureate (IB) courses in the accountability system.
- Recommendation that the elementary accountability weight (presently Achievement 30; Gap 30; and Growth 40) be adjusted across each component to Achievement 33.3; Gap 33.3; and Growth 33.3.
- Recommendation that under college/career readiness, the successful passing of a remedial college course as a supplement to the Compass/Kyote test score.
- Recommendation that under college/career readiness to reward excellence in either, that the current bonus (.5) for students that are college *and* career technical ready be considered for removal with additional data provided for a final determination.
- Recommendation that when calculating the overall accountability score that a new method (presently a third standard deviation model) be developed to identify individual gap groups using the lowest five percent to prevent an over-emphasis or over-sampling of a single group.

Ken Draut presented a discussion around the inclusion of students attending alternative education programs in accountability. School districts have raised concerns about the inequity of having students in alternative education programs 'track back' to the accountability of an A1 school when the A1 school has never seen or enrolled the students or influenced the students' education.

Recommend that much of the existing regulation be maintained, but change the accountability rules (in regulation) to solve the problem of students who have not been in an A1 school. •If student is enrolled in an A1 school for 100 days and then goes to the alternative education program (i.e., alternative school), the accountability goes back to the A1 school. *No change in existing regulation.* •If a student was enrolled in an A1 school for less than 100 days, but when combined with the alternative education program (i.e., alternative school) the enrolled days is over 100, then the accountability goes to the A1 school. This is the 'sending school' model. *No change in existing regulation.* •If a student never enters an A1 school and enters directly into an alternative education program (i.e., alternative school) in an alternative school and spends at least 100 days in the alternative education program, the score goes to the district. *Change needed in existing regulation.* •In addition to the changes above, there would be a *new* requirement outlined below: A. Accountability scores for all alternative schools would be

created based on the tested population in the school. An overall score and related goals and targets similar to A1 schools would be computed based on the scores for Next-Generation Learners (achievement, gap, growth, CCR, and graduation rate). There would be neither a percentile rank nor an overall classification label computed. B. All alternative schools would need to declare the category of alternative education they fulfill. Example: medical, behavioral, alternative instruction, etc. This would provide more information for fair comparison purposes and would be provided with the School Report Card and press release data. C. Scores would be posted in the School Report Card.

Science Assessment

Ken Draut

Ken Draut presented a detailed discussion on the new Kentucky Science Assessments and their alignment to the Next-Generation Science Standards. In 2014-15 the Next-Generation Science Standards are being taught in the classrooms. Teachers continue to develop Classroom Embedded items. Because of the new standards, there will be no science testing in 2014-15 at grades 4 and 7; however, biology will continue to be given at the high school. A new assessment is being designed and developed to complement the new performance-based-like standards. One concept of a Through Course approach was shared which places much of day-to-day assessment at the school level, finalizing with a summative assessment at the end of the course. There was discussion about grade level testing being changed from grades 4 and 7 to grades 5 and 8. Recommend that new science assessments be developed for K-8 public reporting using a Through Course approach (or similar performance based activities) by current grade level (grades 4 and 7) to encourage science instruction at all grade levels.

Break at 11:07 a.m.; resume at 11:15 a.m.

Professional Growth and Effectiveness System

Todd Davis

Kevin Stull

Todd Davis, Assistant Division Director, Division of Next-Generation Professionals in the Office of Next-Generation Learners and Kevin Stull, Interim Branch Manager, Teacher and Leader Effectiveness in the Office of Next-Generation Learners, presented an update on the Professional Growth and Effectiveness System (PGES). Next-Generation Professionals is one of the overall components in the Unbridled Learning Accountability Model and through the implementation of PGES is how effective teachers and leaders will be measured. Discussion was on what was considered the definition of "Other Professionals." Regulation defines "Other Professionals" as certified school personnel and does not include teachers, administrators, assistant principals or principals. It does include librarians/media specialists, guidance counselors, speech pathologist, instructional coaches and school psychologists. The accountability components are distributed at 70% teachers and 30% leaders.

Recommend that the Other Professionals (OPGES) be included in the 70% accountability measure.

The group broke for lunch at 12:00 noon and resumed at 12:30 p.m.

OAA:DSR:09/17/2014:SCAAC Meeting Minutes:jb:Approved

Assessment 3.0 for Districts of Innovation

Ken Draut

Ken Draut shared with the group KDE's interest in collecting feedback on a new way to think about assessment. New designs are being considered that call for a more systemic, blended approach to curriculum, instruction and assessment. The Districts of Innovation and a few other pilot districts in Kentucky are looking at some of these innovative approaches. As mentioned with the new science assessments, Classroom Embedded and Through Course assessments are being reviewed to help inform the future assessment system for all schools in Kentucky.

College- and Career-Readiness for Alternate Assessment Students

Johnny Collett

Johnny Collett, Director, Division of Learning Services in the Office of Next-Generation Learners, updated the members about proposed revisions to the College- and Career Readiness (CCR) model for alternate assessment students. He shared the proposed model for students participating in the alternate assessment, which will be presented to the Kentucky Board of Education in the near future. Alternate Assessment students not take the Transition Attainment Record (aligns with the ACT) to meet benchmarks for college readiness. New for consideration is the career ready piece which meeting ESAR benchmarks and obtaining a CWEC. ESAR is the Employability Skills Attainment Record and CWEC is a Career Work Experience Certification. Both are based on foundational academic and employability skills identified by business and industry to be identified as career ready-academic or career ready-technical.

Program Reviews

Philip Shepherd

Philip Shepherd, Academic Core Branch Manager, Division of Program Standards in the Office of Next-Generation Learners, provided an update to members on Program Reviews. Soft audits have been conducted in three districts (11 schools) that have helped with the overall program review process. Preliminary look at completing meaningful audits in the future. World Languages will be the next program review to be implemented. In 2014-15, high schools will implement World Language program reviews at the high school and will become a part of accountability in 2015-16. At the elementary/middle school level, planning for the world language program review will be in 2014-15 and become a part of accountability in 2016-17.

Adjourn

Jana Beth Francis

The meeting adjourned at 2:15 p.m.

Next Meeting: Tuesday, September 16, 2014